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EDITORIAL NOTES

Just as this number of the *SCHOOL REVIEW* goes to press, the educational world is learning of the death of President William R. Harper. Of his administrative ability, of his power to gain the support of others for his educational plans, of the tremendous enthusiasm with which he labored at an astonishing variety of tasks, any one of them sufficient to demand the full attention of most men, of his interest in the problems of secondary education manifested in the organization of educational conferences at the University of Chicago which have been reported in this Journal, of his fertility in the projection of schemes for reform and advance in both general and religious education, of the extraordinary energy with which he took up and pushed on any plan which appealed to him as desirable—of this the educational world knows. Of the various policies originated or developed by him, perhaps none has proved more useful to the secondary teacher than that of the summer session. Nearly all the leading universities now offer facilities for summer study, of which secondary teachers avail themselves in increasing numbers to continue their studies and keep themselves abreast of advancing scholarship.

But President Harper as a teacher was perhaps not so well known; yet some who knew him before the work of administration was taken up like best to think of him in this capacity. His subject—Hebrew and other Semitic languages and literatures—was not apparently a favorable one for enlisting interest. Even as regards the English Old Testament, people seemed more ready to believe it than to understand it, more inclined to resent inquiry than to study the sources. But under the influence of Dr. Harper's genius and enthusiasm as a teacher, Hebrew and the Old Testament became fascinating studies to many hundreds—in his seminary and university classrooms, in numerous summer schools, and all over the world through correspondence courses. Those who sat in his classroom will never forget the vigor of his drill, the dramatic power with which he threw himself into the part of Hebrew prophet or psalmist, the clearness with which he set forth the leading issue, the skill with which opposing theories were presented and examined. His enthusiasm was contagious, and such a vigorous spirit of research as characterized his classes in those days is rarely seen. The work of an administrator, embodied in an institution, is more evident, and perhaps more permanent. But inevitably in becoming institutionalized it becomes less personal. The work of the teacher who really inspires and stimulates, who really awakens life, is more personal, more human.